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ABSTRACT

A description is given of an inservice program designed to provide both the means by which schools can change and also the means by which individual teachers can work toward advanced degrees and higher levels of state certification. The focus of this program is on the school and the classroom learning environment in which the graduate student's performance takes place. The training takes place in the teacher's school with the university instructor jointly planning, implementing, and evaluating; success being measured by the impact the program is having on students in the classroom. This report contains a model of the program, a discussion of the program's history and objectives, and an overall evaluation of the program. (JD)

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Murray State University / Hopkinsville Middle School Teacher Corps Project

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Spring 1977

Every Child is Gifted...

SP015179

A Responsive Inservice Graduate Education Model

A RESPONSIVE INSERVICE GRADUATE EDUCATION MODEL

By

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and
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Murray State University Teacher Corps Project
Occasional Paper Series
No. 4

Murray State University
Murray, Kentucky 42071

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This publication is part of a series of occasional papers and books written by Teacher Corps staff members and teachers in an attempt to share some of the experiences gained in the Tenth Cycle Murray State University/Hopkinsville Middle School Teacher Corps Project during the 1975-77 school year. Below is a listing of titles of the total series. Copies are available upon request from the Teacher Corps Project Director, Murray State University, Murray, Ky., 42071.

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3. Every Child Is Gifted...A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students (190 pages)	5.00
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7. The First Time I Ever Won Anything: Reading Improvement
8. Welcome To The Art Studio

MURRAY STATE RESPONSIVE INSERVICE GRADUATE EDUCATION MODEL

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MURRAY STATE UNIVERSITY RESPONSIVE INSERVICE

GRADUATE EDUCATION MODEL

A. PROJECT OVERVIEW

The 10th Cycle Teacher Corps Project at Murray State University/Hopkinsville Middle School proposes to create a teacher-student learning situation which identifies and maximizes divergent learning potentials and styles, with the goal that each child will be properly classified as "gifted." A substantial body of research, particularly that of Bloom, Thurston, Guilford, Taylor and Torrance, indicates that most children possess some specialized ability, of a high order, that the ability can be identified, and that the ability can be developed and maximized through appropriate teaching strategies.

The concept that each child does have unique talents is critical to the Murray State University Project, and necessitates a change, on the part of classroom teachers and administrators, in the basic assumptions and beliefs around which the school and its education program are organized. The presumptions that the typical student population will fit the classic bell curve of low to high achievers, with the vast majority of students being of "average" ability must be replaced with a commitment to seek out and develop the unique talents possessed by each child. As Bloom notes, the consequences of teachers viewing students in this way are quite profound; impacting the ways in which the student and teacher interact as well as the instructional strategies used by the teacher in classroom teaching.[1]

The research basis for this project can be briefly summarized in the paragraphs which follow. In each instance, however, it must be noted that while the research indicates the existence of unique talents in the general population, the idea that these talents can be maximized through a school-

based instructional program is basically hypothetical. The thrust of this project is to bring this idea to reality--to develop a school environment and the necessary processes and strategies to identify and maximize the unique talents possessed by each child.

1. Benjamin Bloom's unpublished study found that when a level such as the upper tenth of the population was used as a working definition of "giftedness" approximately three-fifths of a particular group of students were found to be in the upper tenth, or "gifted" on one or more of seven primary abilities tests. "The point of this," said Bloom, "is that instead of one-tenth of the students appearing to be "gifted" on a general intelligence test, one-half or more appear to be "gifted" by being in the upper tenth on one or more of the specialized abilities tested. It is likely that if enough different tests were used, almost all children would be found to be superior in at least some area measured by the test."[2]

2. Calvin W. Taylor's research sustains the results of multi-talent approach to teaching. His research identifies in addition to academic talents--creative talents, planning talents, communicating talents, forecasting talents and decision-making talents--in students.[3]

3. L. L. Thurston's research maintains that multiple talents exist in students and subdivided the intelligence test into about 7 or 8 primary mental abilities. He was a leading exponent of multiple-factor theory.[4]

4. J. P. Guilford: The structure of intellect model by Guilford was an attempt to organize the traits into a systematic scheme. His box-like model classifies intellectual traits along three dimensions; operation, content and products.[5]

5. E. Paul Torrance: Longitudinal studies conducted by Torrance showed dramatic changes take place in the functioning of a child identified as being creatively gifted. Many of these children were originally identified as students in the fourth, fifth and sixth grades as pupils who could not read or write. In almost every class at least one of these "hopeless cases" turned out to be creatively gifted in some way. . .additional research supports the conclusion. ". . .that whenever the way of teaching children is changed, different children become the star learners and thinkers. Similarly, whenever methods of assessing the outcomes of educational experiences are changed, different children emerge as the stars."[6]

In summary, research indicates that most children possess some specialized ability of a high order and that each child's unique talents can be identified and developed. The traditional concept of diagnostic-prescriptive teaching involves the diagnosis of weakness and the prescription of learning activities in this area--in effect, maximizing the potential for individual failure. The thrust of this project places teachers in an entirely different area--one which identifies strength and builds upon the student's greater potential for success in that area.

Within this background of basic concepts and ideas the writers propose to present a Responsive Inservice Graduate Education Model which would allow the goals of the project to be realized within a framework for inservice education organized for meaningful change. This change is expected to occur not only within the local educational system, but also within the institution of higher education which is a partner in the inservice project.

B. OVERVIEW OF THE RESPONSIVE INSERVICE GRADUATE EDUCATION MODEL

During the years 1975-1977 the Murray State University/Hopkinsville Middle School Teacher Corps Project began the development of the Responsive Inservice Graduate Education Concept for the delivery of graduate education services to local schools and school districts. Responsive Inservice Education is a concept which brings together the perceptions and background of inservice teachers and the knowledge and experience of the University in such a way that meaningful, relevant and legitimate programs of graduate inservice education can be negotiated and implemented. The central focus for change becomes the local school, its program and staff.

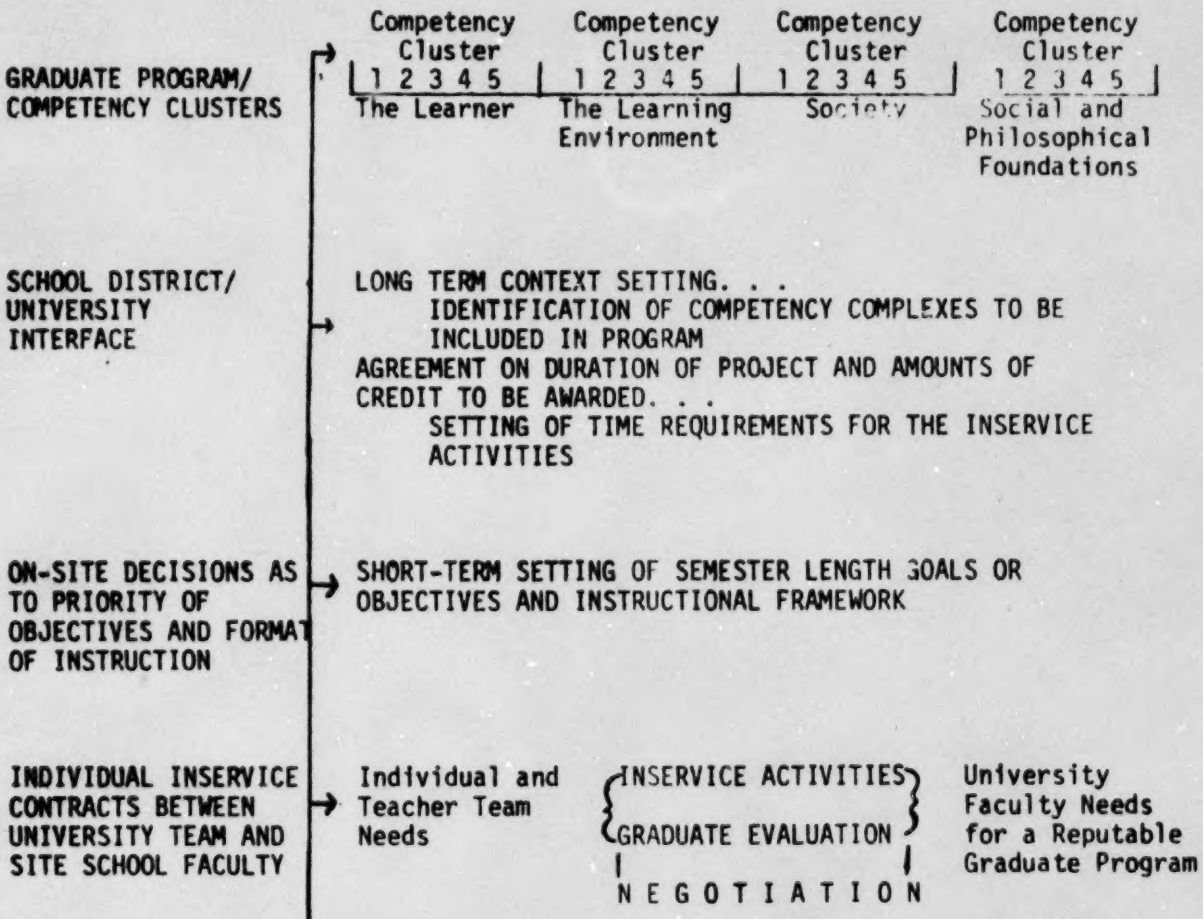
The Responsive Inservice Graduate Education Model developed at the Murray State University Teacher Corps Project has five components:

1. A graduate program organized into four categories of competency clusters.
2. A mechanism for School District/University interface through the setting of the Context of the Project.
3. Provisions for On-Site Decisions As To Short-Term Objectives.
4. Provisions for the Facilitation of University Inservice Team/School Site Faculty Collaboration.
5. A System for the Management of Project Activities within the Project Context.

Each of these five components will be described in the narrative that follows. A representation of the Responsive Inservice Graduate Education Model is shown in Figure 1.

Component One: Four Categories of Graduate Competency Clusters: To facilitate the development of the Responsive Model, the university graduate program for secondary education was conceptualized into four categories of competency clusters: the learner, the learning environment, the school and society, and social and philosophical foundations. Each of the four areas

FIGURE 1 RESPONSIVE INSERVICE GRADUATE EDUCATION AT MURRAY STATE UNIVERSITY TEACHER CORPS


GRADUATE PROGRAM/ COMPETENCY CLUSTERS
Competency Cluster 1 2 3 4 5
The Learner
Competency Cluster 1 2 3 4 5
The Learning Environment
Competency Cluster 1 2 3 4 5
Society
Competency Cluster 1 2 3 4 5
Social and Philosophical Foundations
SCHOOL DISTRICT/ UNIVERSITY INTERFACE
LONG TERM CONTEXT SETTING. . .
IDENTIFICATION OF COMPETENCY COMPLEXES TO BE INCLUDED IN PROGRAM
AGREEMENT ON DURATION OF PROJECT AND AMOUNTS OF CREDIT TO BE AWARDED. . .
SETTING OF TIME REQUIREMENTS FOR THE INSERVICE ACTIVITIES
ON-SITE DECISIONS AS TO PRIORITY OF OBJECTIVES AND FORMAT OF INSTRUCTION
SHORT-TERM SETTING OF SEMESTER LENGTH GOALS OR OBJECTIVES AND INSTRUCTIONAL FRAMEWORK
INDIVIDUAL INSERVICE CONTRACTS BETWEEN UNIVERSITY TEAM AND SITE SCHOOL FACULTY
Individual and Teacher Team Needs
INSERVICE ACTIVITIES
GRADUATE EVALUATION
N E G O T I A T I O N
University Faculty Needs for a Reputable Graduate Program
MANAGEMENT OF PROJECT ACTIVITIES WITHIN THE PROJECT CONTEXT
MBO SYSTEM/DEMONSTRATION ACTIVITIES

was described in such a way as to facilitate the later development of competency clusters which would serve as the basis for the development of individual student programs. (See Attachment A which gives a description of the four competency areas.)

A statement of the overall graduate program in a form easily translatable into specific competency statements is essential in order that the inservice program maintain academic integrity without having to be tied to inflexible course numbers and outlines. For example, within the competency area "The Learner" a student might be asked to be able to make appropriate decisions for a learner in the adolescent years in relation to a specific kind of educational problem. In the responsive inservice program, the specific appropriate competency cluster for this type of academic content would be identified, specific competency statements matched to this cluster written, and a set of learning and evaluation activities developed. Utilizing this process ensures that there be a close connection between the inservice program and the overall graduate program while allowing the university professor and teacher considerable flexibility in designing learning activities.

While each of the four competency areas are to be divided into competency clusters, it is not intended that the competency statements be written in the precise language which characterizes many competency-based programs. A detailed competency program is not the goal of this model. Rather, what is desired is a basic framework of competency clusters in which individual programs can be validated. This approach to program writing provides both great flexibility to meet individual needs, and also the necessary backbone which will ensure adherence to the spirit of the graduate program. These clusters substitute for conceptual framework now provided by tradi-

tional formal courses, yet they are not specific modules but broad areas which require university professor and teacher collaboration in fulfilling the competency cluster requirements.

Component Two: School District/University Interface Through Setting The Context for A Project: The school district and the university both recognize that the graduate program as stated provides the foundation for all inservice education projects. To get a project underway, both partners must agree on the specific competency clusters that will form the basis for the development of inservice activities. Without this prior agreement neither party can begin the process of marshalling the resources necessary to undertake an intensive program of curriculum and staff development. In setting the context for the study, in terms of the competency cluster to be utilizec, both partners must assess their own needs and capabilities, and then come together to negotiate the project.

For example, a school district might desire a one or two year project whereby a specific school would consider the restructuring of its approach to the education of special children. In setting the context, the school district and university would consider the competency areas that would be appropriate. It may be that competency clusters would be drawn from the area of the learner, the learning environment, and social and philosophical foundations. The school district would certainly want to obtain the most expiditious approach to dealing with specific problems in the school, while the university would be particularly interested in dealing with the problems in a balanced and thoughtful way. In the collaborative setting of the project context, both ends are served.

At this time also, basic understandings of the amounts of university credit to be earned would be arrived at, and individual teacher graduate

programs tentatively worked out. It should be remembered that the purpose of the responsive inservice graduate education model is to provide both the means by which schools can change, and also the means by which individual teachers can work toward advanced degrees and higher levels of state certification.

Component Three: On-Site Decisions As To Short-Term Objectives: In component three, the project context has been set, a university inservice team formulated, and the process of decision-making about objectives and directions must begin. In this component, the participants in the project take semester-length views of possible objectives and activities which appear to have potential for the accomplishment of the overall project goals. This short-term goal setting not only operationalizes the overall objectives for the project, but also provides the means for more immediate feedback to the teachers on their progress through the inservice program. Semester length goal setting provides a time frame similar to that in which most of the teachers have worked, and yet does not have the disadvantage of tying the participants to a rigid course structure. Short-term goals can have various time parameters, while ultimately contributing to progress toward the overall competency clusters agreed upon in the original context setting.

In setting short-term objectives, the participants in the project, both the university inservice team and the teachers, also consider alternatives for inservice activities. If the inservice project is to have cohesion, it is important that there be an understanding of the general format within which participants will work. This does not mean that the work for individual teachers will be prescribed during this phase of the decision making process. Rather, it means that the parameters within which individual agreements are

made must be determined. These parameters provide the necessary structure to insure that fair amounts of work and equivalence in evaluation procedures will be observed throughout the project. Agreements about individual activities are developed by individual inservice professors and individual teachers and teacher teams in component four.

Component Four: Collaboration on Individual Inservice Contracts: The Responsive Inservice Graduate Education Model calls for collaboration between inservice professors and individual teachers on the form and substance of inservice activities. Although the parameters of alternative activities have been worked out in the larger context of the project, the actual activities are worked out between individual inservice professors and teachers. In the Murray State University Teacher Corps Project, the format for developing individual activities was a contract package called the Planning-Implementation-Evaluation Cycle or PIE Cycle. This approach to contractual agreements between professors and teachers provided the necessary structure for uniformity across the project, while allowing great freedom for teachers to deal with issues and problems in their own ways. (The PIE Cycle format will be described at greater length in a later section of this paper.)

The critical issue for the Responsive Model is that the collaboration over individual activities must procede in parallel fashion with the decisions that have been made in earlier components. The strength of the model is that it encourages collaboration and negotiation at all stages of decision making, and requires that decision making occur heirarchically. In this fashion there is the greatest likelihood that a direct connection will be maintained between the original context for the project established by

the University and the School District, and the individual activity package carried out by individual teachers.

Component Five: Management and Demonstration Within the Context of the Project: Management and Demonstration are important in the Responsive model for two reasons, (1) they ensure accountability within the overall project objectives, and (2) they provide a means by which participants can show the effectiveness of new processes and ideas.

In the Murray State Teacher Corps, the individual contracts (PIE Cycles) performed the vital function of insuring that the inservice professors were meeting the teachers' needs and the teachers were meeting the students' needs. As effective as the system proved to be, it was obvious that it needed to be carefully managed. The writers recommend three basic components of an effective management system.

1. Project goals must be stated in behaviour terms.
2. Process objectives which provide the who, what, where and how of accomplishing goals must be written.
3. A record keeping procedure for each participant that relates the project goals and process objectives to their personal role in the project must be provided.

Many inservice programs contain the project objectives and some provide process objectives. Few, however, combine them into a form that provides teacher accountability for activities performed within the framework of the agreed upon program.

This management system becomes even more essential in the responsive model proposed in this paper, because inservice is tied to university graduate credit but not to a university formal course. Thus there is burden placed upon the teacher as well as the university faculty to validate competency in the agreed upon inservice activity and to attest that the

activity was in harmony with, and served to fulfill the larger objectives of the inservice project and the university graduate program.

Demonstration is seen as important to the model. The proposed funding for this type of inservice model should be a joint enterprise between the school district, classroom teacher, state department of education, and the university. Since funding is shared by all four agencies, each has a stake in the results of the inservice venture. Demonstration is part of accountability and should be built into the evaluation design of the inservice program.

C. A COMPARISON OF THE RESPONSIVE MODEL WITH TRADITIONAL INSERVICE GRADUATE PROGRAMS

The Murray State University Responsive Inservice Model is based upon the following assumptions:

1. The number of students enrolled in traditional graduate programs cannot be expected to remain at the present level.
2. Inservice programs aimed at stated LEA needs will have greater effect on teachers and students than traditional courses.
3. District-based inservice efforts and teacher up-grade programs can be expected to increase.
4. Negotiated graduate programs between IHE and LEA provides an effective incentive for LEA to initiate inservice programs.
5. Options for LEA teacher training other than local IHE programs will continue to increase.
6. The undergraduate teacher education program will not be of sufficient magnitude to maintain the current IHE education staff.

Supposing these assumptions to be correct, it is obvious that most traditional inservice programs provided within school districts and universities are inadequate.

Figure #2 shows the comparison of traditional inservice programs and the responsive model on five issues and illustrates the differences. First, the focus of traditional inservice (professional training past the entry level of a beginning teacher) has been on changing the individual teacher. The rational for such programs was that by improving the competencies of the individual professionals, the overall school program would automatically improve. This has not proved entirely effective as teachers often did not transfer material at the university to on-going school programs. This is especially true when the individual teacher's aspirations were in conflict with school administrators' perception of what was a "good school."

FIGURE 2 TRADITIONAL AND RESPONSIVE INSERVICE GRADUATE EDUCATION PROGRAMS COMPARED ON SIX ISSUES

ISSUES	TRADITIONAL INSERVICE	RESPONSIVE INSERVICE
Focus	Teachers	Classroom change and improvement
Curriculum	Curriculum prescribed Content prescribed Time prescribed	Curriculum prescribed Content variable Time variable
IHE-LEA Contract	Contact time constant	Contact time variable as needed
Expectation for teachers	Knowledge of theory	Knowledge of theory and application in classroom
Decision Making	Professor	Negotiated
Impact	"Smart" teachers	"Smart" teachers "Changed" classrooms

In contrast, the responsive inservice model's focus is on the school and the classroom learning environment in which the student's performance takes place. While it is true that the inservice training is still with the classroom teacher, the training takes place in the teacher's school with the university instructor jointly planning, implementing, and evaluating an activity of the teacher with his or her regular students. In short, teacher success is measured by the impact the programs are having on students in the regular classrooms of the teachers.

Secondly, the curriculum in both traditional and responsive inservice graduate education is prescribed. It is prescribed differently, but both are university established. In the traditional curriculum, both the content and time is set, i.e. certain courses are prescribed and must meet a specific amount of time to meet requirements. In responsive inservice, although the curriculum is prescribed (the four areas with competency clusters already described in this paper) the content is more varied to meet broad competencies and the time is also variable. The amount of time in a program is not the criteria for completion, but the ability to achieve the agreed-upon behaviors.

Third, the amount of contact time between the university instructional staff and local teachers varies in the responsive model, while it is constant in the traditional programs. The responsive model calls for a different use of faculty time. The university professor seldom holds large group information-giving sessions, but rather performs the role of a facilitator. This role requires a large amount of contact time with teachers and with their students.

Fourth, the university expectation for the teacher changes in the responsive model. The main point of difference is that teachers are not

only expected to have a knowledge of a particular skill or theory, but are expected to make application of that theory, idea, or skill in the classroom. Thus the expectation level has significantly risen. Professors always hoped for application but, realistically, they seldom got consistent application even from dedicated students. If they did, it was an affective carry-over of an exceptional student rather than the planned intent of the course.

Fifth, in the traditional programs the professor makes most major decisions. In fact, in many courses nothing is negotiated. The course objectives, assignments, and content are prescribed. In the responsive model, decisions regarding individual assignments and the content essential to achieve a competency are negotiated. The criteria of acceptable performance for credit is not negotiated. However, the appropriate content, methods of achieving mastery, or types of experiences that meet the real needs of the classroom are negotiated.

Sixth, the total impact of the two methods of graduate education training is significant. The outcome expected of traditional programs is "smart" teachers. Smart teachers are those who can talk intelligently about the significant issues in their field of study and can critique the strengths and weaknesses of the issues. The responsive program requires "smart" teachers in the traditional sense, but in addition there must be "changed" classrooms. Changed classrooms means that the learning environment is supportive of the unique learning requirements of each child and that the teacher cannot only critique issues but can design, implement, and evaluate the impact the issues are having on his or her students.

Figure 3 gives additional comparisons of the responsive model to traditional college based programs, consultant services, field-based

FIGURE 3

COMPARISON CHART OF FOUR INSERVICE GRADUATE EDUCATION MODELS ON SIX EDUCATIONAL ISSUES

ISSUES	TRADITIONAL COLLEGE-BASED	CONSULTANT	OFF-CAMPUS COURSES	FIELD RESPONSIVE
Faculty	4 courses	Variable/no relation to university salary load	4 courses and travel time	Time blocks
Typical types of instruction	Didactic mode and simulation	Didactic mode and solving specific problems	Didactic mode and simulation (with fewer resources)	Individual contracts/ facilitation
Types of place	Lab/classroom	Meeting room on-site	Off-campus class-room	Student teaching environments
Types of results	Completion of degree requirements. Know-ledge of subject. Certification	Input into immediate specific problems little, long term follow through	Same as traditional	Improved performance in the classroom
Relationship with degree programs and generation of professor time	Progress toward standard degree, standard course units	No degree, independent of regular assignment	Progress toward standard degree, standard course units	Progress toward standard degree, increased prof. time over standard courses
Materials and personnel support	Professor home/lots of resources	Consultant visitation/ no material support	Professor-visitor/no support	Professor/assigned home base, transported base of support
	Student visitor/no base of support	Student-home/but short term and no access to resources	Student-home/but no access to support	Student-home base/ continual use of support

programs (as most commonly used) and the responsive model. These four types of programs are compared as to the use of the faculty time, the typical type of instruction, the type of places for instruction, the type of results expected, the relationship with degree programs, the generation of professors' time, and the materials and personnel support needed to carry out the programs.

In summary, it is the view of the writers that the responsive model would most nearly be the type of program that meets the assumptions made earlier in this paper concerning the inservice education needs of today.

D. A SHORT HISTORY OF THE MURRAY STATE UNIVERSITY TEACHER CORPS INSERVICE EXPERIENCE.

The evolution of the MSU Responsive Inservice Education Model ocurred gradually over the two year span of the project. We began the project with an overall set of project objectives and pre-planned inservice activities, and changed the program in response to conditions which we encountered as we worked with teachers at the site school. Most of the the things which were changed were things which could be changed. It proved relatively easy to tamper with the inservice activities, so that these varied quite a bit over the project. Other parts of the inservice component, such as the overall objectives or the procedures whereby credit was negotiated and granted were more difficult to change. As a result, some of the components of the MSU Responsive Inservice Graduate Education Model we have direct experience with, and others are more hypothetical...based on conditions which we think to be important, but which will require other projects for actual testing.

That part of the model with which we have the most experience are the sections requiring university team/teaching faculty agreement on short-term goals and inservice activities. During the Murray State University Teacher Corps Project, the university graduate program and the overall goals of the project remained constant. We knew that we wanted to identify and maximize each child's unique potentials and that it was necessary to move towards increased individualization to do it. What needed to be constantly evaluated in terms of assessments of ongoing needs was the nature of specific activities that would move individual teachers and teacher teams farthest along the path to meeting the overall objectives.

At the beginning of the project, the inservice component proceded by way of carrying out the activities which had been written into the project proposal. The university inservice team in carrying out these activities relied heavily

on traditional professor roles. The members of the inservice team had all been successful university teachers and they tried hard to present a program which they felt would help the teachers to achieve the goals of the project.

However, the first semester of the inservice component, was characterized by considerable dissatisfaction among the teachers at the site school. Much of the dissatisfaction was predictable for an inservice program, and some of the major point made by teachers are summarized below.

1. Inservice work is not relevant to the classroom.
2. Too much work; not realistic for working teachers.
3. Too much paper work; detracts from "real" teaching.
4. Too time consuming.

The inservice team recognized and sympathized with the teachers' dissatisfaction although they saw that many of the problems were probably associated with start-up pains in a new approach to teaching.

On the other hand, the inservice team also felt that the teachers' dissatisfaction might be a reflection of problems in the formulating of the inservice activities. For one thing, it seemed quite clear that more time needed to be spent on activities that were more closely associated with the teachers' own instructional programs. Also, the inservice professors felt a need to work more closely with individuals and small groups, rather than spending so much time in large-group oriented activities. They felt that some of the teacher dissatisfaction was the result of the alienation which often comes from participating in unfamiliar and less-than-fun educational programs aimed at large groups, and that a program based more on an individual or small group contract might be a way to deal with the problem.

At the beginning of the second semester of the first year, the PIE Cycle concept was born. The PIE Cycle (which stands for Planning-Implementation-Evaluation Cycle) is a general format for planning individual contracts.

The idea behind the PIE Cycle format was to ensure that each contract would include systematic planning, implementation and an evaluation of an educational idea or process. To ensure that the individual PIE Cycles would be attuned to the objectives of the project, a list of permissible topics as formulated (see Figure 4). This list of topics later served as the basis for the Professional Materials System, which was a collection of resource materials intended to support research into the various ideas and processes represented in the inservice project. PIE Cycles were intended to be short-term contracts. It was hoped that teachers would complete three contracts per semester, assuring that they would deal with a range of individual topics. It was assumed that each inservice professor would encourage the teachers they worked with to select a variety of topics for emphasis in their PIE Cycles.

The results of the first PIE Cycle experiments were encouraging. Teachers did have a closer relationship with their professors and they did feel better about them. They also enjoyed working more directly at ideas and processes in their own classrooms and less with generalities in the large group.

However, there were still some persistent problems. For one thing, where the professors felt that they had gone to great lengths to deal with teacher needs, teachers did not seem to be as appreciative or as willing as the inservice team felt that they ought to be. Some major concerns which seemed to be hovering in the background were these:

1. Worries about grades and grading came up again and again.
2. Teachers fretted continuously about differences in the manner that individual professors handled the PIE Cycle contracts.
3. The exact form that the PIE Cycles had to take to be acceptable was argued ad nauseum.
4. Professors felt that teachers really weren't accomplishing enough for the credit they were getting.

FIGURE 4 A LIST OF IDEAS AND PROCESSES FOR PIE-CYCLE CONTRACTS

I. Talent Development
- TD 1.0 Creativity
- TD 1.1 Fluency
- TD 1.2 Flexibility
- TD 1.3 Originality

- TD 2.0 Planning
- TD 2.1 Elaboration
- TD 2.2 Sensitivity to problems

- TD 3.0 Communication
- TD 3.1 Expression fluency
- TD 3.2 Association fluency
- TD 3.3 Word fluency

- TD 4.0 Forecasting
- TD 4.1 Conceptual foresight
- TD 4.2 Penetration
- TD 4.3 Social awareness

- TD 5.0 Decision Making
- TD 5.1 Experimental evaluation
- TD 5.2 Logical evaluation
- TD 5.3 Judgement

- TD 6.0 Academic

II. Productive Thinking

- PT 1.0 Divergent Thinking
- PT 2.0 Convergent Thinking
- PT 3.0 Evaluative Thinking
- PT 4.0 General

III. Instructional Design

- ID 1.0 Objectives
- ID 1.1 Writing objectives
- ID 1.2 Implementing objectives

- ID 2.0 The Design Process
- ID 2.1 Selecting general goals and objectives
- ID 2.2 Teacher preparation

IV. Managemnt Stategies

- MS 1.0 Learning Centers
- MS 2.0 Individualization
- MS 3.0 Precision Teaching
- MS 4.0 Classroom Performance and Discipline Problems
- MS 5.0 Team Teaching

V. Teaching Strategies
- TS 1.0 Questioning Strategies
- TS 2.0 Group Dynamics Strategies
- TS 2.1 Team learning and circles of knowledge
- TS 2.2 Simulations and role playing
- TS 2.3 Brainstorming and case studies
- TS 2.4 Spheres of interest
- TS 4.0 Strategies of Emphasizing Student Learning Styles and Modes
- TS 5.0 Miller's Counseling Leads and Other Counseling Strategies
- TS 6.0 Inquiry Training Strategies
- TS 7.0 Concept Attainment Strategies
- TS 8.0 Jurisprudential Strategies

IV. Evaluation
- EV 1.0 Classroom Diagnosis
- EV 2.0 Diagnosing Individual Children
- EV 3.0 Interpreting Test Results
- EV 4.0 Basic Ideas in Evaluation and Testing
- EV 4.1 Record keeping
- EV 4.2 Conferencing

VII. Subject Matter Areas
- SMA 1.0 English
- SMA 2.0 Exceptional Children
- SMA 3.0 Exploratory Areas
- SMA 4.0 Mathematics
- SMA 6.0 Reading
- SMA 7.0 Science
- SMA 8.0 Social Studies
- SMA 9.0 General

In assessing the inservice program for the first year, the teachers and inservice staff felt that a good beginning had been made. It was recognized that the contract format worked better than large group format, and that teachers who had done poorly at first, seemed to do better when they had more of a hand in centering the content of the activities on their own classroom problems.

The more individualized format seemed to be the way to go in thinking about the inservice program for the second year, but there were obviously still a number of problems to work out. Teachers still seemed to be resisting the efforts of the inservice team, and within the inservice team there seemed to be many doubts about the appropriate format for an effective and reputable inservice graduate education program.

The second year of the Murray State University Teacher Corps Project began with a change over of the inservice team and an attempt at taking a fresh look at the inservice program. It was decided by the inservice team that the design work for the current inservice effort would rest on several assumptions.

1. The program would work best if the inservice professors spent large amounts of time in the teachers' classrooms.
2. Teachers would feel much better about the inservice program if they were more directly included in the planning. Systematic needs assessment should be utilized.
3. The PIE Cycle format seemed to be an effective approach to developing individual contracts.
4. Agreements on the nature of good and sufficient work for evaluation purposes would have to be reached by the university professors before they would be able to function as an inservice team.
5. Procedures for arriving at agreements with the teaching faculty and individual teachers would need to be spelled out much more thoroughly

if the confusion and rumors which characterized much of the first year's work was to be avoided.

Reliance on these assumptions brought to the fore, in the inservice component, a number of new processes and structures, and set the stage for the development of the more formalized responsive inservice graduate education model. The second year's inservice component was characterized by greatly increased collaboration with teachers and by much more use of negotiations as a process for decison making on the substance of the inservice program. The composition of the various groups in the Teacher Corps Project was formalized, and it was resolved to follow through on procedures once they were established.

The steering committee, which had been established during the first year became much more important as that point where the teaching faculty and the university inservice faculty would come together to negotiate the exact form for the inservice program. Although the inservice team continued to initiate most inservice programs, the steering committee served both as the means by which suggested programs were refined and expanded, as the ongoing mechanism where teacher needs were assessed and requests made for new inservice activities and programs.

A renewed interest in greater individualization was exhibited by the way that university professor time was allocated to the Teacher Corps Inservice Program. Whereas in the first year most professor time was spent in the twice-a-week after school meetings, during the second year each of the two inservice professors spent one full day in the school and one after school session. This meant that for two days during each week of the school year, there were two Teacher Corps inservice people (including the program specialist) spending the whole day getting into people's classrooms and programs. The result of this new arrangement, of course, was a vastly increased sense of rapport between the professors and teachers.

Out of this expanded number of interactions between inservice professors and teachers also began to flow many new teaching products and programs. Although these products were not immediately noticeable in the school, as the school year progressed it became obvious, as one moved in and out of classrooms, that more and more new things were going on. As faculty self-awareness grew, a momentum for change began to be created which had a certain sense of being self-motivating.

As the program changed to meet the needs of teachers, it also changed to meet the needs of the university faculty. To procede with confidence, the university professors on the inservice team felt it necessary to ensure for themselves that their efforts would have credibility in an accademic sense. As a group they felt that the PIE Cycle format had great usefulness. The problem was to ensure that the composition of each PIE Cycle would be reputable, without making the format rigid and unresponsive to teacher needs. The approach that they finally agreed upon was to compare the PIE Cycle process to the research process. In comparing the stages of the PIE Cycle with stages in doing a research project, the inservice team was able to determine what would go into a "good job." Figure 5 shows an example of a PIE Cycle management form with the criteria for determining the adequacy of completeness of each PIE Cycle section written in. Each inservice professor was expected to subjectively determine how well each of the cycle sections was done, but all teachers and professors were to use the same basic criteria in reckoning completeness. A simple flow chart showing the steps in the PIE Cycle format was also prepared. (see figure 6)

Teacher response to the revised PIE Cycle format was basically very positive. All people involved in the Teacher Corps Project, professors and teachers alike, noticed a general relaxing of tension concerning inservice activities and evaluation and a much greater willingness to participate amongst most of the teaching staff.

FIGURE 5 GRADING CRITERIA FOR THE PIE CYCLES

PIE CYLCE #___ MANAGEMENT FORM TEAM_____ DATE_____

NAME_____

NEED (From Assessment)_____

REFERS TO PROJECT OBJECTIVE_____

T.D. AREA FOR EMPHASIS_____

UNIT TITLE_____

OBJECTIVE OR LESSON_____

PLANNING (What do you propose to do?)

1. Evidence of systematic research
2. Written report of investigation results
3. Clear evidence of plans to use ideas from investigation
   or
   Clear evidence of use of ideas in development of activities, procedures or techniques

Must complete all items for an 'A'
Delete up to two items for a 'B'

IMPLEMENTATION (How do you propose to carry it out?)

1. Direct In-Class observation by your facilitator with follow-up conference
2. V.T.R., slide-tape, photographs, or exhibit which shows evidence of implementation
3. Lesson plans which include the activities, procedures or techniques which you have developed

Must complete all items for an 'A'
Delete up to two items for a 'B'
Must complete one item from nos. 1,2,3 for a 'C'

EVALUATION (What evidence do you have that it worked or didn't?)

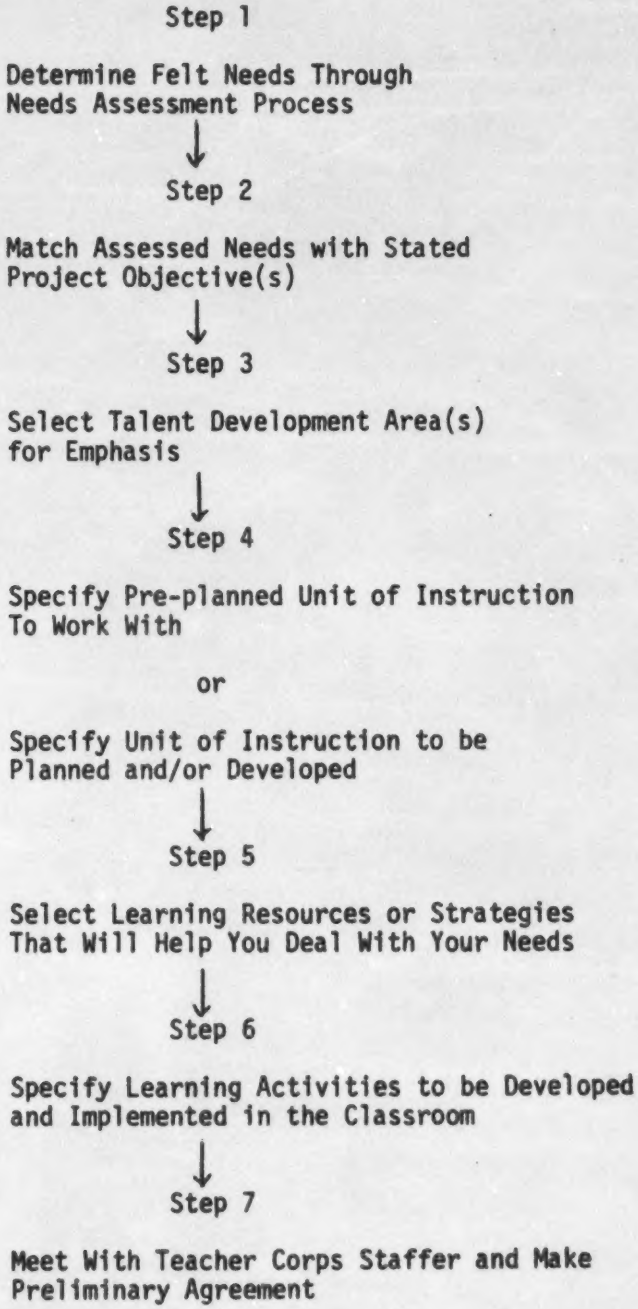
1. Written assessment plans
2. Presentation of assessment results (Mandatory for both an 'A' and 'B')
3. Statement of conclusions
4. Make recommendation

Must complete all items for an 'A'
Delete up to two items from nos. 1,3,4 for a 'B'

Note: To receive an 'A;, 'B', 'C', or 'D', you must gain preliminary approval for the PIE-Cycle.

FIGURE 6 BASIC STEPS IN THE IN-SERVICE PLANNING-IMPLEMENTATION-EVALUATION CYCLE

(A PIE-CYCLE LOGIC)


Step 1
Determine Felt Needs Through Needs Assessment Process
Step 2
Match Assessed Needs with Stated Project Objective(s)
Step 3
Select Talent Development Area(s) for Emphasis
Step 4
Specify Pre-planned Unit of Instruction To Work With
or
Specify Unit of Instruction to be Planned and/or Developed
Step 5
Select Learning Resources or Strategies That Will Help You Deal With Your Needs
Step 6
Specify Learning Activities to be Developed and Implemented in the Classroom
Step 7
Meet With Teacher Corps Staffer and Make Preliminary Agreement

(A PIE-CYCLE LOGIC...pg. 2)

Step 8

Develop Activities and Procedures Necessary to Carry Out Above Plans

Step 9

Implement Learning Activities in Classroom with Children

Gather Documentation Material While Implementation is Proceding

Carry Out All Final Evaluation Plans With Children/Classroom Setting

Step 10

Meet With Teacher Corps Staffer for Presentation of Documentation

Step 11

Begin Thinking About Next PIE-Cycle

Of course, one aspect of the decision-making process that had helped to make the teachers feel that the inservice staff was really interested in their needs, was the use of a systematic needs-assessment process at the beginning of the second year. The inservice team utilized a procedure developed by Cruickshank and Myers at Ohio State University to produce an assessment instrument personalized for the teaching staff at the site school. The results of this needs assessment were very helpful in discussions between the inservice team and the steering committee concerning possible inservice activities.

During the second semester of the second year of the project, banking on what appeared to be generally improved self-confidence in the teaching staff, the inservice program became more diversified. For example, one of the inservice professors had been to a Teacher Corps conference on mainstreaming and wished to present the materials he had dealt with at the conference to the teachers in the project. The inservice team felt it contrary to the philosophy of inservice education being developed in the project to require all the teachers to participate in any one activity, but the interested professor was encouraged to go ahead and develop a proposal for presentation to the steering committee, in which he would offer the workshop to those teachers who wished to participate. This was done, and a generally favorable response obtained. Through collaboration with the steering committee, a schedule was devised whereby teachers could either work on PIE Cycles, the proposed workshop, or what came to be called a planning cycle. (As the end of the project drew near, many of the teachers had expressed an interest in spending major portions of time systematically developing units and other curriculum plans based on the idea of Multi Talent Teaching. The planning units were based on the PIE Cycle format, with the sections requiring implementation or the unit in the classroom modified or deleted.)

During the second semester we found that the inservice team and the steering

committee had become quite adept at collaboratively developing new inservice emphases and drawing up the necessary changes in plans, schedules, and professor-teacher working arrangements. In fact, during the second semester, three different inservice activity plans encompassing the entire faculty were drawn up, presented to the faculty as a whole, and approved. In addition, each of these plans was carried out through the medium of individual contracts being drawn for individual teachers and teacher teams, with each contract being evaluated for grading purposes.

By the end of the second year, the faculty and staff of the Teacher Corps Project felt extremely competent in the area of developing ad hoc inservice programs. However, one thing which concerned many of the participants, was the fact that as individualization gained ascendence, there seemed to be fewer and fewer opportunities for large group activities. Teachers generally approved of this, but the inservice team, the project director, and the school administration at the site school could see that there were a number of skill and knowledge areas which just were not gaining the attention that they needed. Certain subjects, like test construction, developing individual growth programs for children, and operationalizing certain aspects of multi talent teaching seemed to be most easily attacked through large group activities. Although the problem of alternating easily back and forth from one mode of inservice activity to another was never really solved, the inservice team did propose a procedure which proved helpful.

It was noted early in the project that the teaching faculty responded very poorly to last minute changes in plans for the inservice program, unless those changes had been systematically proposed and approved. Consequently, it was proposed that an arbitrary number of inservice work sessions be set aside in the regular inservice schedule as much as two months ahead of time. These sessions were not conceptualized as being part of the workshop sessions,

PIE Cycle time, or planning cycle time. Rather, they were portions of time which were set aside for large group work which everyone agreed ahead of time could have almost any content. Because the teachers knew that these sessions were coming, and because they did not expect them to fit what they were doing in the regular inservice sessions, it was possible to use them for a variety of large group purposes.

As the project came to a close, the teachers were generally very positive about the form that the inservice program had evolved. They recognized that, if it were to be done again, a sequence of activities from highly structures to low structured would probably be needed, as had been the case in the Murray State University Teacher Corps Project. However, almost everyone felt a close adherence to the principles of individualization, negotiation as a basic decision making process, and a much more intensive role for inservice professors would serve to make any inservice education program much more effective.

E. MAJOR ISSUES FROM MSU EXPERIENCE

As we have worked in Teacher Corps, it has become obvious, at least to us, that some special changes need to be made in the way that business is carried on at the university if a field-responsive program is to be viable. We are acutely aware that much of our own success is due to the large amounts of extra funds which are available to us for "buying" the services which we need in working in the way that we do.

The key to a demonstration project such as ours is that the staff works very hard to conceptualize what it is doing in a form which is useful for others. This conceptualization attempts to pinpoint not only the successes which have occured, but also the problems which would be encountered if the program were adopted "without funds". With this in mind, we have identified a number of issues or problems which will probably face any university department embarking on a field-responsive program.

1. Graduate programs must be altered to the extent that field-responsive programs can be counted as part of the regular program, rather than as experimental programs with special rules.

2. Professors who work in field-based programs will have to spend tremendous amounts of time with the programs. Time will need to be found for instructional team meetings and also for many hours of work in the field.

3. Universities will have to rethink what counts as being a "good faculty member" when it comes time to hand out rewards. If field-responsive professors see all special favors going to those professors who work on committees and outside research leading to books, they will not be motivated to work with field-responsive inservice education.

4. University departments who enter into the field-responsive arena will have to reconsider how they tabulate work load and working hours if professors are foing to feel that they have a base of support in spending the hours that they do in the field-responsive program.

5. Special support will have to be organized for preparation of research materials and study supplies. When professors teach four courses over a number of years, it is not unreasonable to expect that course development is an integral part of their load. However, when professors are involved with several field-responsive project sites, which probably change frequently, working in an individualized mode, expecting to provide expertise and technical support for change in schools, it is unrealistic to expect that they are going to have time to do adequate course development. In the Teacher Corps Project, we have found that the services of materials development specialists are indispensable.

6. Almost by definition, each project will be innovative to some extent. At least, we can expect the activities and objectives to vary for each project. These variations are going to pose problems for university faculties as regular decisions must be made about appropriateness, standards, certification, etc. We see a real need for university based mechanisms for dealing with these problems.

7. Our experience in the field has been that regular advisement procedures for students are very difficult in a field-responsive program. Reliance on the usual procedure has caused us endless problems and misunderstandings. We see a real need for a centralized office to handle advisement. We have found it almost impossible to get all of the students together with their advisors, to get them together when conferences are needed, and above all, to make sure that advisors "have the same story" for the teachers. We recognize that these concerns are problems in any program, but in a field-responsive program, where the teachers respond so much as a group, problems of advisement seem to almost immediately get blown out of proportion.

8. The role of a field-based coordinator of field-responsive programs seems to be critical. Someone needs to be out in the field making sure that projects go.

9. Graduate Inservice Programs leading to the Master's degree that are totally site-based have led to some problems. Students and faculty support the field-based responsive model but both groups feel a block of time (6-9 semester hours) on campus is important in balancing the program for those who have a program of thirty semester hours or more.

In summary, the use of the field-responsive model provides the means by which inservice education may become more frankly experimental and theoretical. In the past, utilizing either the university-based or field-based model, the plan for instruction was almost entirely didactic.

The end was almost entirely the transmission of knowledge and skills. In the field-responsive model, however, the concern is not only the transmission of knowledge and skills, but also the solving of educational problems and the evaluation of methods. In the field-responsive situation, the university field team has access not only to students, but also to real-life situations and children. In working with the teachers, it will be possible to design intentional experiments in teaching method while conducting inservice education.

To us, it seems clear that the field-responsive model opens up many new avenues of growth and possibilities for the university. It revitalizes a commitment to the improvement of public education, to research and scholarship, and to an active and on-going examination of the most effective form for graduate inservice teacher education programs.

F. EVALUATION IN THE MSU TEACHER CORPS PROJECT

As a research project, the Murray State University Teacher Corps Project was designed to include a variety of evaluation techniques. Most of these evaluation techniques were designed to assertain the effect of the project on students. Indirectly, the inservice education component was evaluated as effective if the students' post test improved over the pretest scores. For example, the Student Activities Questionnaire was administered to the students in a pre and post test design with a control group. The SAQ, as it was called, was intended to detect changes in attitudes among the student body related to their perceptions of the classroom learning environment and the teachers' attention to their needs.

Testing was also done to determine profiles of talent potential for each student in the school. These tests, developed at the Institute for Creative Research in Salt Lake City, yielded scores applicable to the talent areas of planning, decision making, creativity, forecasting, leadership and academic potential. The use of these tests in the project was for two purposes. First, the testing was intended to demonstrate that if students were tested on a wider range of abilities, then they would show up as being above average in one or more of them. This assumption was clearly borne out by the testing program which found 98% of 575 students scored at the 50th percentile or above in at least one category tested. 72% of 583 students tested scored at the 80th percentile or above in at least on category. The second reason for the testing was to provide teachers with "Talent Profiles" for each student which would be useful in planning programs based on multi-talent teaching. These profiles were prepared and their use as essential

components of a highly individualized multi-talent teaching program begun.

These tests along with a number of projective tests given to the teachers at the beginning of the project were intended to provide data to the teachers and staff which could be used both during the project as a basis for setting program directions, and after the project as the basis for summative evaluation.

There is no doubt that the giving of this large battery of tests at the beginning and ending of the project hindered, to a certain extent, the development of a more extensive formative evaluation program relating to the inservice program. We were lulled, to a certain extent, by the expectation of large quantities of quasi-objective data, into ignoring more direct assessment of teacher attitude toward inservice efforts. Also, we felt that the inservice effectiveness could indirectly be measured by the results of the pre and post SAQ instrument. The SAQ instrument was sensitive to the students' perceptions of teachers' change in the classroom management, expectations, and climate. This we felt would be a more valid test of effective inservice than reporting of specific hours of training, number of units written, etc. The pre and post test results of the demonstration school and the control group are not complete as of this writing. However, samples of results seem to support the belief that significant change did take place in the teachers' classrooms. In retrospect, it seems obvious that a more extensive formative evaluation program would have been a natural support for the system of inservice activity development that evolved in the project.

The inservice evaluation that was done consisted of a set of attitude questionnaires designed to probe teachers' feelings and concerns about the program of which they had been a part. A segment of this testing will be reported here in these sections, relating to the following factors:

1. Governance and teacher involvement in program development (see Fig. 7)

2. Attitudes toward the Responsive Inservice Graduate Education Program (see Fig. 8)

3. Role of professors in the Responsive Inservice Graduate Education Program (see Fig. 9)

4. Attitudes toward selected possibilities for changing the Responsive Graduate Program format (see Fig. 10)

5. Response to Planning-Implementation-Evaluation Cycles (PIE Cycles) as an inservice education vehicle (see Fig. 11)

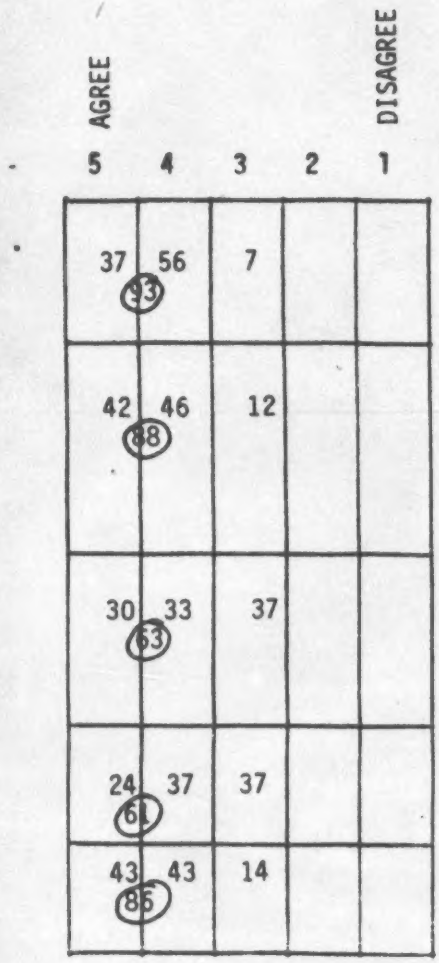
In all of the questionnaires that were administered to the teachers, we were primarily interested in the degree to which they supported the innovative approaches to teacher inservice education that had been developed in the Murray State University Teacher Corps Project. We assumed that there would be widely differing opinions among various members of the teaching faculty, so that we were looking forward to seeing the way that the percentages of positive and negative findings would occur.

In the section on Governance and Teacher Involvement in Program Development, we were interested in sampling teacher agreement with our basic premise that inservice education programs operate most effectively when teachers have a strong and effective voice in the planning of the programs. As can be seen (see Fig. 7) teachers basically agreed with this point. It is interesting to note that the most positive feelings were displayed when the question was asked right out, "Must teachers participate in determining the program if a Teacher Corps Project - like graduate program is to succeed?"

We were also interested in trying to compare the teachers' attitudes about the Teacher Corps Responsive program with the teachers' attitudes toward what they knew of more traditional inservice and graduate programs. It was difficult for us to separate the idea of "inservice" from the idea of "graduate program" because all of our teachers had been involved either in

FIGURE 7

GOVERNANCE AND TEACHER INVOLVEMENT IN PROGRAM DEVELOPMENT



I think that teachers must participate in determining the program if a Teacher Corps Project-type graduate program is to succeed. 2-11

Although it is sometimes frustrating to negotiate projects and programs with university facilitators, I think that negotiated programs are more valuable than programs where you essentially complete assignments pre-planned by the professor. 2-18

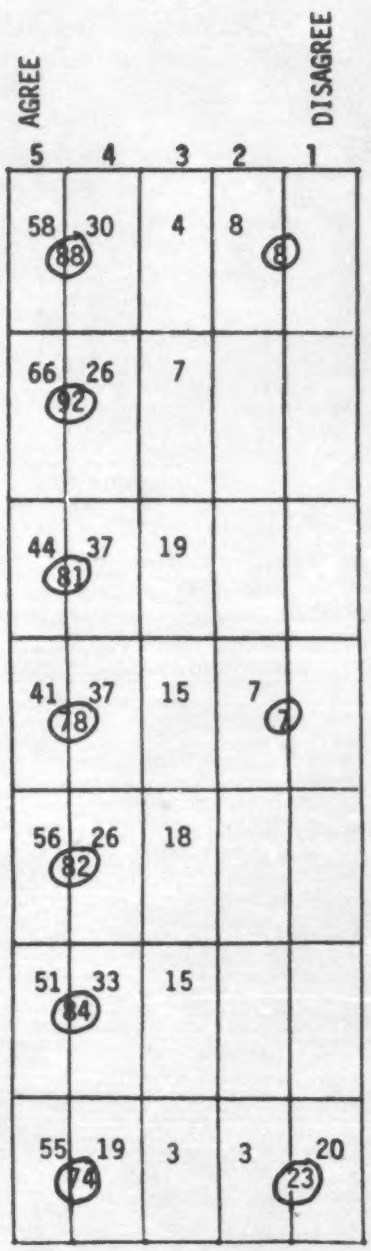
I think that collaborative inservice programs with the University such as the one carried on through the Teacher Corps Project, are more valuable than most of the inservice programs carried on by the school district. 2-23

I think that the steering committee should have a stronger voice in planning the inservice program. 1-18

I think that the steering committee has had an impact on the form that the inservice program has taken this year. 1-17

FIGURE 8

ATTITUDES TOWARD THE RESPONSIVE INSERVICE GRADUATE EDUCATION FORMAT



I think that I have put at least as much work into this program as I would have into a more traditional program. 1-10

I think that other schools in this area would benefit from participation in a graduate program modeled on that offered by the Teacher Corps Project. 2-1

I would encourage other teacher friends to enroll in a Teacher Corps-type graduate program if one were offered at their school. 2-16

I think that almost all teachers should have the opportunity to participate in a Teacher Corps Project-type graduate program. 2-12

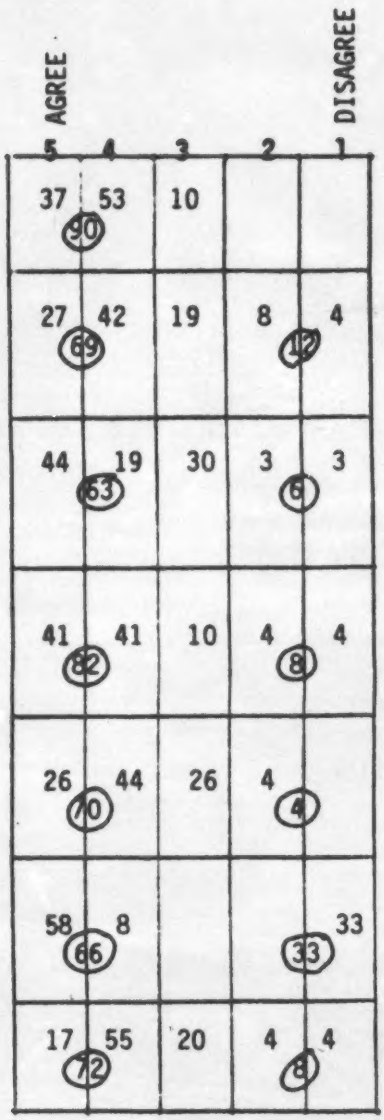
I think that graduate work modeled on the Teacher Corps Project plan is more valuable than traditional campus-based graduate courses. 2-7

From what I know of other traditional graduate programs, I think that the graduate program offered through the Teacher Corps Project has been more practical and helpful to my needs. 2-2

If I had it all to do over again, and if I had a choice, I would enroll in a Teacher Corps Project-type graduate program rather than a campus-based traditional graduate program. 2-17

FIGURE 9

ROLE OF PROFESSORS IN THE RESPONSIVE INSERVICE GRADUATE EDUCATION PROGRAM



I feel that the University professors have been generally accessible in working with me on my PIE-Cycles. 1-9

I think that it is absolutely essential that professors working in a teacher corps-type graduate program spend considerable time working in teachers' classrooms. 2-8

I think that professors who work in a Teacher Corps Project-type graduate program would need special training to be successful. 2-5

I think it takes a special type of person to work as a professor in a Teacher Corps Project-type graduate program. 2-13

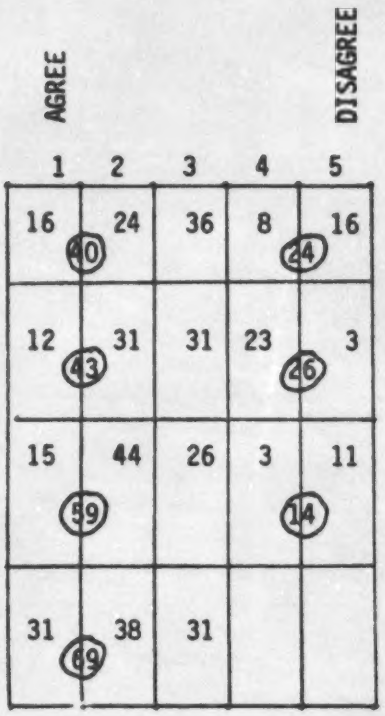
Based on my experience with Teacher Corps, I think that university professors can really be helpful in improving my teaching and my program. 2-24

I have always felt that university professors can be really helpful in helping me improve my teaching and my program. (ANSWER 1 or 5) 2-25

I prefer working more closely with the university professors. 1-4

FIGURE 10

THE NEED FOR CHANGE: ATTITUDES TOWARD SELECTED POSSIBILITIES FOR CHANGING THE RESPONSIVE GRADUATE PROGRAM FORMAT



I think that the Teacher Corps Project graduate program would have been stronger if it had included several traditional education courses dealing with some of the basic foundation areas. (especially those covered on the comprehensive exam) 2-4

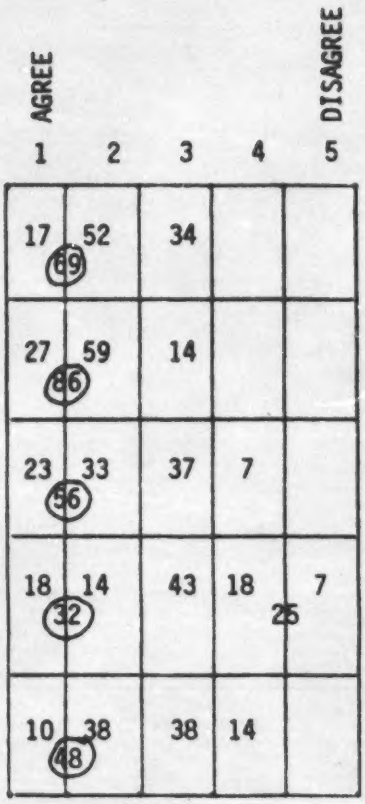
I think that the program would have been stronger if it had included several non-education content courses relevant to our content areas. 2-15

I think that the Teacher Corps inservice program would have been stronger with a better system of keeping track of teacher progress with the overall project objectives. 2-20

I think that all graduate education programs ought to be more competency-based, as was the case in the Teacher Corps Project. 2-19

FIGURE 11

RESPONSE TO PLANNING-IMPLEMENTATION-EVALUATION CYCLES (P.I.E.-CYCLES) AS AN INSERVICE EDUCATION VEHICLE



I have enjoyed the PIE-Cycle format. 1-2

I feel that the need to implement and evaluate the PIE-Cycles in the classroom has been valuable. 1-10

I think that PIE-Cycles are a good way to learn about topics that are usually covered in regular courses. 1-14

We would have learned more, and gained more skills with more work-shop kinds of experiences and less use of the PIE-Cycles. 1-7

There should be fewer PIE-Cycles and more opportunity for teachers to make presentations about what they are doing in the classroom. 1-19

a master's degree program or a plus-thirty hours program which they would complete at the end of the project. Basically, teachers seemed to prefer the Teacher Corps program. Also, although it was at the end of the project, when good feelings were higher than they had ever been, 92% of the teachers (see Fig. 8) indicated that they felt that other schools in the area would benefit from participation in a similar program. 84% also felt that the Teacher Corps program had been more helpful to their needs than a traditional graduate program would have been.

Teacher feelings about the role of the university professor in the Responsive Inservice Graduate Education program tended to be somewhat more varied and less clear-cut. Teachers felt that professors had been accessible to them in the PIE Cycle process, but they were somewhat less sure about saying that accessibility was critical for the success of the project (see Fig. 9). In thinking about the ability of the inservice professor to really help them in the classroom, 70% of the teachers felt that the professors could be helpful, while 26% were unsure. However, this finding loses some of its negative force when compared with responses to the question about whether the teachers had always felt that professors could be a help. In this question, 33% of the teachers indicated that they had definitely not felt that professors could be a help. Thus, after the project, many teachers felt much less negative about the role of the university professor in their classroom, although all were not extremely positive about this role as a result of their experience in Teacher Corps.

In the fourth section, Attitudes Toward Selected Possibilities for Changing the Responsive Graduate Program Format (see Fig. 10), we find that teachers seem to be telling us that the inservice program needs to become richer in the variety of offerings that are available for teachers. Something

to keep in mind while looking at these results is that the teachers in the Murray State University project who were enrolled in masters degree programs (slightly over one-half of the teachers) were required to take comprehensive exams offered by the university through the secondary education division and Teacher Corps. This experience forced many of the teachers to evaluate the format of the inservice program in light of more traditional requirements for a masters degree. This concern seemed to surface as many teachers indicated that it might be advisable to include some traditional courses in the inservice program. The university staff would now recommend at least six to nine semester hours of more traditional courses. This would allow for the learning styles of participants who need more structure to be met. It also seemed clear that more attention needed to be given to a more accurate and workable means of keeping track of each teacher's progress in the program. Although contracts were used, there was not any overall management system to coordinate each teacher's program. This seems to be a high priority for another responsive inservice project.

Finally, we asked the teachers to respond to some items directly related to the PIE Cycle format (see Fig. 11). Again, by and large, teachers proved to feel positively toward Pie Cycles. They felt that PIE Cycles were valuable, that they were a good way to learn about topics generally covered in traditional courses. However, they recommended that there should be fewer PIE Cycles and more opportunities for teachers to make presentations about what they were doing in the classroom.

As the inservice team surveyed the results of the questionnaires, several conclusions seemed warranted. First, there seemed to be enough positive feeling about the responsive inservice education format to warrant continuing development of the model. Second, there does seem to be a certain tension between the goals of the inservice team and the goals of

of the teaching faculty. Even though teachers are positive about many things, they are often less positive about what the inservice professors are most positive about. Third, although the responsive inservice program ha been made more systematic over the course of the project, teachers seemed to be indicating that it needed to be even more systematic. Attention to the mechanics of a personalized and individualized education program are as important with teachers in a graduate program as they are in a program for first graders.

G. SUMMARY OF FINDINGS

The Murray State University Responsive Inservice Graduate Education Model seems to provide the following:

1. An on-site model that is flexible in meeting individual teacher needs within a framework of school goals and higher education degree standards.
2. An on-site model that seems to make significant positive change in student perceptions of their learning environment based on the SAQ testing data. (It should be noted that the final report of the SAQ test data is not available as of this writing, but early samples seem to support the finding reported.)
3. An on-site model that inservice teachers accept as having academic integrity, yet provides more meaningful change in a teacher's performance in the classroom than traditional campus courses.
4. An on-site model that seems to unite IHE and LEA personnel into extended inservice involvement based upon university and local goals.
5. An on-site model that seems to be economically feasible and acceptable to local systems (systems who have visited the demonstration school have requested this type program for their own schools).
6. Most issues that seem to hinder the adaptability of the responsive model are on the IHE level rather than the LEA level.

Appendix A.

Murray State University Graduate Education Competency Areas

I. THE LEARNER (Educational Psychology and Human Development)

To show competence in this area, the student must have an understanding of human development and learning, and also the ability to use this understanding in educational situations. Substantive components of this area might be characteristics of relevant human groups, sequential behavioral changes which naturally occur in these groups over time, and characteristics of effective learning sequences for these groups. Students may be expected to exhibit knowledge of several different learning theories, theories of development, and sets of group characteristics. In addition to a broad understanding of learning theories, the student should be able to demonstrate an application of one or two learning theories to school problems.

Competence in this area is most often gained through a variety of courses and experiences in field work situations. Courses designed to help you in this area are: SEC 540, GUI 635, PSY 580, PSY 691, GUI 687.

II. HUMAN ORGANIZATIONS (The Study of Society, Culture and Organizations)

The demonstration of competence in this area requires a wide knowledge and understanding of historical, sociological and philosophical concerns, methods and data. As an institution, the school is a society, reflects society, and helps to direct society. It is critical that professional teachers live and work with a broad perspective on both the realities of their work within a beaurocratic organization and also on the possibilities for their work in a philosophical sense.

It is expected that the graduate student be able to demonstrate familiarity and skill with the following areas:

1. Historical antecedents to current practice, with special emphasis on the historical development of ideas, policies and methods which are relevant to current problems.

2. Theories of organizations. This area should focus on the mechanics of change and stability in formal organizations like schools, as well as on the effects of the larger society on organizations.

3. Theory and mechanics of culture and acculturation. This area should emphasize the effects of the dynamics of status change in a cultural sense, of children constantly changing and developing in the school and community.

4. Philosophic methods and ideas as keys to understanding the role and place of the teacher in schools. All school practices ultimately rest on statements of what "ought" to be. Teachers need competency in formulating philosophical positions, and also in defending these positions in public dialog and debate.

5. Sociological trends in local, regional, and national community life. Planning for schools is based in the planner's perceptions of these sociological trends, and teachers need familiarity with primary areas of sociological concern as well as with the methods by which sociological understandings are derived.

Demonstration of competence will require students to apply their understanding of the concerns identified in this area through the medium of the analysis of current problems in local state and national educational issues.

Courses which support this area are: SEC 622, 623, 642, 645.

III. THE LEARNING ENVIRONMENT (Systematic Program Design and Implementation)

To demonstrate competence in this area, the student must be able to describe planning, implementation and evaluation of specific instructional sequences within the total school curriculum and individual teacher's classroom. In support of this goal, the student must show knowledge and understanding of principles of curriculum design, and an understanding of how the specific curriculum with which they work is organized, as well as new innovations and their impact on traditional curriculum structures.

Although the student will be expected to show some familiarity with the basic plans for organizing curricula which have been popular in the past quarter century, the primary emphasis of this area will be on the applied design of actual curriculum sequences. It is recognized that this area makes use of many areas of teacher training and teaching specialities so that the student will be expected to be conversant about the importance of the other concerns in the graduate program for the school and classroom learning environments.

Courses which support this area are: SEC 577, 524, 525, 527, 528, 529, 602, 603, 604, 621, 626, 634, 641.

IV. THE VERIFICATION OF EDUCATIONAL ASSUMPTIONS (Research, Demonstration, and Management)

This area is concerned with the documentation of programs and the carrying out of activities to show the nature of program effects. Students should be able to demonstrate an understanding of systematic program planning and management, as well as the necessary conceptualization of the process to carry out a variety of valid and reliable experimental, quasi-experimental and phenomonological research or evaluation designs. The student must demonstrate an understanding of the processes of research and evaluation at a level which will ensure a minimum level of reliable and valid classroom research, and should be able to read literature that is research oriented and relevant to secondary teaching.

Courses which support this program area are: ADM 630, SEC 670, 698, 699, PSY 683.

FOOTNOTES

1. Bloom, Benjamin S. "Testing Cognitive Ability and Achievement." Handbook of Research on Teaching, ed. N. L. Gage, 1963, p. 384.

2. Bloom, Benjamin S., Ibid.

3. Taylor, Calvin W. "Multiple Talent Teaching", Today's Education. March - April, 1974, p. 73

4. Anastasi, Anna. Psychological Testing; 3rd ed., Macmillan, 1960, p. 328.

5. Anastasi, Anna., Ibid. p. 331.

6. Torrance, E. Paul, Gifted Children in the Classroom, Macmillan, 1965, p. 10.